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ABSTRACT

The number of peace studies programs on campuses in the United States has grown dramatically since the first such program was begun in 1948. At the beginning of the 1990s, the world is experiencing a renaissance in peace related activities that include tearing down the Iron Curtain, nonviolent revolutions in Europe's East Bloc and the Philippines, citizen diplomacy, arms reduction, and peer mediation in the schools. Peace studies attempt to analyze these developments, providing a historical foundation and a theoretical understanding of how these efforts contribute to the cessation of violence. This paper describes 13 peace and conflict resolution programs in the United States at the beginning of the 1990s. A table that indicates the most frequently chosen books by peace educators is included. (DB)

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PEACE STUDIES IN THE UNITED STATES AT THE UNIVERSITY AND COLLEGE LEVEL

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Peace Studies in the United States at the University and College Level

> "Peace studies have as their ultimate educational purpose making a contribution to a peaceful and just world that can be sustained over time."
>
> John Hurst, *World Encyclopedia of Peace*

Peace studies in the United States have seen a recent growth spurt. Starting in 1948 with the first U.S. peace studies program at Manchester College, peace studies now exist in some form or other on over 300 campuses in the United States.[1] The range of offerings under the heading "peace studies" varies from incorporating peace and justice concepts in introductory freshmen seminars to full scale graduate research centers on the causes of war. Peace studies have been defined as:

> an interdisciplinary academic field that analyzes the causes of war, violence, and systemic oppression, and explores processes by which conflict and change can be managed so as to maximize justice while minimizing violence. It encompasses the study of economic, political, and social systems at the local, national, and global levels, and of ideology, culture, and technology as they relate to conflict and change.[2]

Carolyn Stephenson has argued that the growth of peace studies programs has come in three waves. The first in the nineteen fifties and sixties responded to the horrors of World War II. The second grew out of the Vietnam War in the nineteen sixties and seventies. The third growth spurt has occurred during the nineteen eighties.[3]

In the 1980s the direction and agenda of peace studies research has been influenced most notably by the resurgence of peace movement activity and by trends in global politics.[4] It's hard to know exactly what causes this recent growth. Some suggest that Ronald Reagan's bellicose rhetoric about winning a nuclear war has created a sense of urgency in the United States about alerting the public to the dangers of nuclear weapons. Others, such as Lon Kendall--a professor of philosophy at George Fox

College, a Quaker College in Oregon--suggest that there is an inverse relationship between the growth of peace education and peace strategies.[5]

When a particular movement, like the Nuclear Freeze movement, which hit its peak in the United States during the early part of the nineteen eighties, does not achieve its goals, it turns its energies from action to education to build support for its agenda. Randall Forsburg, the Director of the Freeze movement in the United States, has supported this insight by urging a long term educational strategy of one hundred years to educate U.S. citizens about the importance of a freeze on the production of nuclear weapons.[6]

This paper will describe thirteen peace and conflict resolution programs in the United States and draw some conclusions about the state of peace studies in the United States at the beginning of the nineteen nineties--a period of time when the world is experiencing a renaissance in peace making activities that vary from tearing down the iron curtain, to nonviolent revolutions in the East Bloc and the Philippines, to citizen diplomacy, to arms reduction, and to peer mediation in the schools. Peace studies attempt to analyze these developments, providing a historical foundation and a theoretical understanding of how these efforts contribute to the cessation of violence.

The descriptions below do not represent the universe of peace studies programs in the United States but rather an exemplary sample to provide some notions of the current state of the art of peace studies and the beginning of the nineteen nineties. Missing from this discussion are programs on Catholic campuses. One such program at Manhattan College has

been going strong since the days of the Vietnam war. Another peace studies program at a Catholic university, Notre Dame, has recently received over 4 million dollars for a graduate program in peace studies and an undergraduate peace studies program. Many Catholic colleges are starting peace studies courses and programs in response to a 1984 pastoral letter by the Catholic Bishops in the United States condemning nuclear war.

Another aspect of peace studies that will be missing from this sample is thousands of college courses that have peace and justice concepts incorporated into their structure and content.[7] Professors teaching these courses are practicing peace education without being involved in a formal program. Two examples of such activity include Alverno College in Milwaukee Wisconsin and Ohio Wesleyan College. At Alverno, a small liberal arts college, students are systematically exposed to justice and peace themes in their first year through a special proseminar. At Ohio Wesleyan, largely at the President of that College's initiative, a topical theme has been introduced for each freshman class to focus student concern on major issues of the times. In 1984 the topic was nuclear war. Likewise, thousands of faculty throughout the United States, concerned about the threats of violence, are infusing justice and peace concepts into their regular classes. Because these individuals are not participating in a separate peace studies program, their peace studies efforts do not show up in surveys on this topic.

Observations

Before proceeding with descriptions of actual programs, some observations:

1. Peace studies are growing into a coherent course of study for students of all ages. Currently, it would be possible for a student to be introduced to peace studies in an elementary school, receive further instruction in high school,[8] complete a major in peace studies as an undergraduate, earn a masters in conflict resolution, and a Ph.D. in peace studies. Such academic training prepares people for specific jobs. Upon completion of a peace studies program of study a young person could enter into a career, working within the peace movement or for a variety of agencies concerned with international security, negotiation, or mediation.

2. Hundreds of faculty in the United States, Canada and other countries throughout the world are turning their professional energies towards figuring out alternatives to the violent resolution of conflict. These professors, no doubt concerned about the problems of violence--whether it be the threat of nuclear destruction or threats of domestic violence, are taking risks to teach others about these dangers and to research alternative approaches that might ameliorate problems caused by violence. These individuals are not only teaching about peace but they are also organizing public forums and creating academic programs.

3. In the United States professional journals that support faculty research in the study of security, human conflict and alternatives to violence include Alternatives: A Journal for World Policy, Conflict Management and Peace Science, International Journal of World Peace, The

International Peace Research Newsletter, International Security, International Studies Quarterly, The Journal of Conflict Resolution, and Peace and Change. These journals are building a research base that will help make peace studies an academic discipline.

4. A wide variety of national organizations and conferences allow people in higher education to share their concerns and ideas related to the study and teaching of peace and conflict. These vary from National Conferences on Peacemaking and Conflict Resolution, to professional associations like the International Studies Association; Consortium on Peace, Research, and Development; International Peace Research Association; Peace Studies Association; and Society for Professionals in Dispute Resolution. Various academic organizations such as the American Sociological Association, the Political Science Association, and American Educational Research Association have peace studies sections that allow their members to share research findings and investigations about the nature of violence and the search for nonviolent alternatives.

5. In addition to these conferences held at a national level, local groupings are starting to emerge to support peace studies. Four states--California, Iowa, Ohio, and Wisconsin have established peace education networks to promote peace studies. In Chicago a group of faculty has formed an organization called Chicago Area Faculty for a Freeze which has over ninety member institutions. Faculty in the New England area have also formed a consortium that holds annual conferences where they share ideas and meet with experts to gain information about issues as diverse as the arms race and domestic violence.

6. Young people are attracted to peace studies programs because they provide a vehicle to work for a better future. For many students these programs provide an important outlet for youthful idealism.

7. The academic foci of these programs vary tremendously. If one were to construct a scale with nonviolent approaches to conflict on one side and security studies on the other, peace studies courses in the United States would fall into various categories on this scale. Professors from fields as varied as meteorology (effects of nuclear war upon the atmosphere) to law (international law) are currently teaching courses under the heading of peace studies.[9] Peace studies courses often reflect the academic interests of peace researchers who investigate peace movements, war and peace, alternative security, militarism and development, language and media, feminism and militarism, and conflict resolution.[10] George Lopez has argued that the three areas of substantive focus for peace studies are: Causes and consequences of violence, methods for reducing for resolving violent conflict, and the values, norms, and institutions of peace.[11]. At this point in time there seems to be no one, accepted, definition of peace studies. As Betty Reardon has stated, "It is now incumbent upon all peace studies practitioners to become seriously involved in such question as 'What is it that undergraduate peace studies students need for know?'"[12] Some programs focus only on the causes of war, while others use a broad definition of peace studies that addresses all forms of human conflict. Most contain a focus on conflict resolution. Although no one academic discipline has peace studies firmly in its corner, the majority of courses seem to fall within the academic departments of

political science and communications. Courses within political science that have a peace studies emphasis include world order, international relations, human rights, and various aspects of the arms race. Courses within communications that include peace studies issues deal with conflict management, propoganda, and various aspects of intergroup communication.

8. In spite of all these recent activities, peace studies is a long way from being "accepted" as an academic discipline. Kent State (see below) is the only campus to have an undergraduate peace studies department. Other campuses have interdisciplinary peace studies majors that borrow professors from other academic majors, committed and courageous academics who are putting their professional lives in jeopardy to pursue their interest in peace studies. Michael Klare has stated about the current state of peace studies:

> By placing its focus squarely on some of the most significant and threatening phenomena of the modern era, peace studies has earned grudging respect from many initially skeptical faculty and administrators.[13]

On few campuses does the administration openly court peace studies. The impetus for peace studies courses comes from faculty and students concerned about issues of violence and conflict who in turn "push" or cajole administrators to support peace studies courses.[14]

The discussion below of peace studies programs at the undergraduate and graduate levels provides examples of some creative attempts by college and university faculty to address the most difficult issues of contemporary life.

UNDERGRADUATE PROGRAMS

Akron University

The Center for Peace Studies, established in 1970, sponsors peace related courses and activities at the University of Akron in Ohio. The objective of the Center is to help students formulate solutions to many of the problems of overpopulation, food shortages, terrorism, and the threat of nuclear war.

The Center sponsors a certificate program which allows students to develop a minor area of specialization in peace issues. The certificate is earned by completing five courses, including two required courses, and a substantial paper or project. The two mandatory courses are "Peace and War: The Historical Perspective" and "Value Concepts of Peace and War." Courses endorsed by the Center have two numbers, a special peace studies number, and the course number of the host department. By the end of academic year 1985-86 forty four students had earned such a certificate.

In addition to sponsoring the certificate program, the Center for Peace Studies offers teacher training workshops, special topics courses, lectures, a peace day, and a film series. It conducts research projects and activities with local peace and social justice organizations.

The Center is administered by a director who has one quarter release time from regular responsibilities. The University provides a half time secretary and student help to work on public events and other activities. It is overseen by a twelve person advisory board consisting of half faculty and half students.

Colgate University

Colgate, located in the middle of New York State, has an interdisciplinary peace studies major that began in the nineteen seventies with a course on "Problems of War and Peace." According to its brochure, this program "represents a transdisciplinary approach to the key human issues of peace and war, conflict and change, violence and nonviolence, both globally and in the community." In 1972 an endowed chair of peace studies was established at Colgate.

The academic major consists of ten courses taught in a variety of different departments and an off campus internship. An introductory course introduces key concepts, a survey of major issues in the study of war, violence, peace ideas and actions. Another required course is "Violence & Nonviolence: Movements for Peace and Social Change." Students take three foundation courses--"War, State and Society," "International Ethics," "Arms Control," In addition, they can take two courses in international conflict and global issues and two courses on intra-state or intra-societal approaches to violence or conflict resolution. A final seminar, "Theories of Peace and Conflict and Global Violence" attempts to integrate fieldwork experience with academic courses taken during the major.

In addition Colgate has a residence, Ralph Bunche House, where peace studies majors live and visiting scholars can stay. It has a library, a reading room, a large dining hall, and provides a meeting place on campus for peace organizations.

The program is administered by a full time director who has a faculty position in the sociology department, and a student intern, a graduate of

the program, who helps teach the introductory course and maintain a peace studies office. The Director has one course release time for administrative duties. Public events include a spring fair put on in the community, a film series, and a variety of guest lectures.

Earlham College

In 1976 faculty concerned by the psychological and sociological origins of war at this small Quaker college in Indiana established Peace and Global Studies (PAGS). Currently the program offers an interdepartmental major. All students are required to take four introductory courses--"Culture and Conflict" (taught from an anthropological perspective) "Politics of Global Problems" (taught by a political scientist), "Intro to Capitalism and Socialism" (taught from an economics perspective), and "Ethics and the World Food Problem" (taught from a philosophical perspective), and an internship. Majors must in addition finish four upper division peace related courses and a senior seminar. The program has a strong positive peace orientation. The peace studies program includes opportunities for foreign study in Jerusalem and Northern Island.

A peace studies committee consisting of students and faculty meet on a weekly basis to discuss programmatic issues, to formulate policy, and to plan public events. A director administers the program, promotes the major, oversees its budget, and handles student advising. In addition, the graduate school of theology at Earlham College offers a masters degree with an emphasis on peace and justice.

Kent State University

Kent State in Ohio contains a fully undergraduate department of peace studies with a full time staff of three faculty in a Department of Peace and Conflict Studies that has graduated approximately two hundred fifty students since 1978. This department is part of a Center for Peaceful Change that was established in 1971 as a lasting memorial to students killed by the National Guard on that campus in 1970. The purpose of the program is to provide students with theoretical background as well as technical skills in nonviolent conflict resolution within both public and private organizational settings. While this program originally focused on social change movements, it now emphasizes alternative dispute resolution theory and practice.

The major consists of an introductory course "Anatomy of Peaceful Change," two applied courses in nonviolent tactics, one lower and one upper division course on "Dispute Resolution and Social Change," a sophomore research project, a senior research seminar, and a field study experience.

The Center for Peaceful Change has taken a leadership role in Ohio in establishing OPEN (Ohio Peace Education Network) that consists of thirty-three institutions of higher education in Ohio. OPEN provides curriculum materials, lobbies on behalf of peace studies programs, and helps develop a philosophy for peace education in Ohio. It assists secondary and primary schools and offers yearly conferences for scholars in Ohio to discuss their academic work in peace studies.

The Director, Dennis Carey, emphasizes how important it is for peace studies to become an established part of the university structure with a

full time commitment in faculty, an office and supportive staff. He feels that peace studies is developing theory in the new field of dispute resolution and needs the devotion of full time scholars to accomplish this difficult task. When peace studies is transdisciplinary, faculty from other departments don't necessarily make it their full time commitment. Dr. Carey would like to develop a graduate program at Kent State similar to the graduate program at the University of Hawaii or George Mason University with a masters degree in conflict resolution.

The Center for Peaceful Change has established a strong service record in the Northern Ohio area working on dispute resolution issues with social agencies and businesses, such as the state Attorney General's office and the Ohio Bar. During 1988 when all the courts in Ohio were closed for a week and each judge was assigned a mediator, twenty eight percent of a backlog of cases were solved without adjudication.

Tufts University

Tufts University in Massachusetts, just outside Boston, has a Peace and Justice Studies program that offers a certificate to students as a complement to their regular major. The program consists of eight courses, five core and three elective courses. An introductory course "Toward a Just World Order" introduces the major themes of peace and justice. This team taught course, coordinated by two professors each from a different department provides insights into the problems of war and peace from a variety of different academic disciplines. The various lectures and presentations in this course are advertised on campus and open to members

of the broader community surrounding Tufts. Intermediate courses are "International Human Rights" and "Sociology of War and Peace." Advanced courses are a field placement and a senior seminar. Three electives are chosen from a list of selected courses. Students are encouraged to choose their electives in consultation with Peace and Justice Studies advisers.

The program is administered by a board that consists of half students and half faculty. It has a half-time coordinator who teaches the internship course and coordinates public events on the Tufts campus.

Tufts has a summer program in France. A professor from the political science department taught a course on International Human Rights at Strassbourg and visited various human rights organizations in Geneva.

At Tufts the introductory course, taught as an extra by interested faculty, is not included in their regular teaching load, which creates an overload problem because professors should get credit for teaching such courses as part of their normal work load. The program has about twenty students and faculty hope to devise a concentration for graduate programs in Peace and Justice Studies. Faculty involved with the program at Tufts prefer a certificate program that is not a major, allowing students from a variety of different majors to make connections between the points of view emphasized in a peace studies program and their regular academic majors.

Manchester College

This small Brethren college in North Manchester, Indiana has the oldest peace studies program in the United States. Founded in 1948, this interdisciplinary program offers a major that consists of 40 credits in

courses offered by the departments of political science, psychology, communications, religion, economics and social science. A required part of the program is a seminar "Current Issues in Peace and Justice."

The peace studies program at Manchester publishes a Bulletin of the Peace Studies Institute which features articles by faculty and graduates of the program. This program has kept close contact with its graduates who are working with peace organizations, social work agencies, pastoral ministry and churches, schools and universities, the United Nations and other international organizations, labor unions, and diplomatic and government services.

University of California-Berkeley

Peace and Conflict Studies at UC-Berkeley (PACS) provides a major to students interested in "defining and working towards lasting peace and social justice." The major consists of an introductory course, four core courses, six courses from an area of concentration, an integrative seminar that helps students pull together what they are learning, shape their course of study, and formulate career options, an internship, and a senior seminar. Students play a key role in producing each academic year a Peacebook and in advising other students. An advisory committee of faculty, students, and community volunteers oversees the program. Berkeley's Director of Peace Scholars lists 68 faculty involved with peace related university activities.[15] People from the community also teach courses and help develop the internship required for students.

University of New York at Binghampton

This university program in Northern New York State caters to older nontraditional students and offers a peace studies concentration as one of five career and interdisciplinary concentrations within the School of General Studies and Professional Education. Students choosing this concentration take an introductory course, "Peace Studies" and five courses selected from a wide selection of courses offered throughout the University. These courses include "Movements of the Sixties," "USA-USSR Relations," "Society and Technology," "Social Justice and Nonviolence," "South Africa Today," "Peoples and Cultures in the Mideast," "History of the Atomic Bomb," "U.S. Civil Rights," "Russia and America Compared," "The US in the 1960s," "History of the Future," "Issues in World Politics," "International Law," "United Nations System," "Foreign Policy of the Soviet Union," and "Novels of South Africa ."

Wilmington College

Wilmington College, a small Quaker college in Southwestern Ohio, grants a degree in peace studies through an interdisciplinary program with an introductory course on "War and Peace" and courses on "Religious Pacificism" and "Nonviolence, Peaceful Revolution," "Nonviolence and Social Change," "History and Issues of the Peace Movement," "Values Clarification," and a model United Nations.

This college has established a Peace Resource Center that houses a Hiroshima/Nagasaki memorial center and provides a wide variety of audio-visual and printed resources for people interested in peace

education. It has a guest room for visitors who wish to do research on the peace collection. The Center publishes a quarterly newsletter which gives information on peace related activities and serves as a clearinghouse for peace education materials.

GRADUATE PROGRAMS

Cornell University

The peace studies program at Cornell was established in 1970 as part of the Program on Science, Technology and Society. Under the jurisdiction of the Center for International Studies, this program provides a locus for research on the defense establishment and the complicated machinery that tries to negotiate arms control agreements. No students major in peace studies. Rather, they earn doctorates in a wide variety of fields and receive research support and encouragement from the peace studies program. Program activities include research sponsorship, conferences, publication of a series of occasional papers, scholarships for graduate students, a weekly seminar, sponsorship of undergraduate courses, and public service of individual faculty members.

The Peace Studies program at Cornell is financed by an endowment fund provided by the university and the Ford Foundation. Recent support from the McArthur foundation has provided student fellowships, support for faculty research, and financed guest speakers for a research seminar. Participants in this program come from a wide variety of fields. The Cornell graduate program provides students with an in depth background in

defense policies and tries to lay the intellectual foundation for generating policy alternatives.

Syracuse University

Syracuse University has both an undergraduate and graduate emphasis on peace studies housed in the Program in Nonviolent Conflict and Change (PNCC) which began at in 1970 and focuses on the general area of conflict resolution. The undergraduate major in nonviolent conflict and change with about two dozen majors requires thirty-three hours, while a minor can be earned with eighteen core credits. Core courses include "An Introduction to Nonviolence," "Nonviolent Action and Social Change," "Nonviolent Social Action: What it is and How it Works," and "Nonviolent Conflict Intervention." Faculty from other departments serve as advisers, while the program is directed by Neil Katz whose academic "home" is in the Maxwell School for Public Affairs. At a time when general enrollment in liberal arts programs has been declining, both undergraduate and graduate programs sponsored by PNCC have seen dramatic increases in recent years.

For the past fifteen years people from all over the country have attended a summer program run by PNCC on alternatives to violence, focused on topics such as "Creative Conflict Management," "Communication and Problem Solving Skills," "Negotiation and Mediation Theory and Practice," and "Conflict Management for Leaders, Individuals and Groups."

At the graduate level Syracuse currently has fifteen majors who earn an interdisciplinary social science Phd. with a concentration in Nonviolent Conflict and Change. Growth of interest by faculty in these topics can be

attributed to a monthly faculty theory building seminar on conflict resolution. Syracuse University received in 1986 a $200,000 grant from the Hewlitt Packard foundation and has used this money to establish PARC (Program on the Resolution and Analysis of Conflict) which will broaden peace studies efforts on that campus by bringing in outside speakers and creating open forums for the public. Faculty involved with the program hope to establish a board of local practitioners in the area of conflict management to guide the program and help build bridges between theory and practice. This grant has provided important administrative help--a half time release for a faculty member to direct the program, a full time associate director, and two graduate assistants. This grant will also enable PNCC to hold conferences, publish proceedings, and publish papers.

PROGRAMS THAT DON'T OFFER ACADEMIC COURSES OR DEGREES

Peace and World Order Studies

The Five college Program in Peace and World Security Studies (PAWSS) was established in 1983 by five colleges in central Massachusetts--Amherst, Hampshire. Mount Holyoke, Smith and the University of Massachusetts. This consortium perceived a need for increased teaching and curriculum development in the areas of peace, security, and the nuclear arms race. The director of PAWSS, Michael Klare, has an office at Hampshire College where he develops public lectures, film series, and a guest lecture series. Funding from a three year grant from the Ford Foundation provides grants to faculty in the supporting institutions who want to develop new peace studies courses.

The PAWSS program is governed by a steering committee composed of faculty and administrators from the five colleges. Besides participating in planning discussions of the overall program, steering committee members also help arrange panels and lectures on their home campus. PAWSS holds two workshops each year for faculty at participating institutions.

University of Massachusetts-Amherst

This university belongs to the five college consortium described above and has since 1981 through its legal studies program established a mediation program which provides general mediation services to the university and its surrounding community. The project, under the leadership of Janet Rifkin, trains mediators and handles conflicts concerning roommate problems, fraternity conflicts, family disputes, sexual harassment, consumer problems, and business partnership differences. The director and her staff conduct training in conflict resolution skills for community groups and faculty, advisors, and administrators. The successes of this program have developed a broader interest in the field of conflict resolution on this campus.

CONCLUSIONS

The growth of peace studies programs in the United States indicates a concern for the future of this planet. Faculty at various colleges and universities are attempting to use their professional skills to educate students about the causes of war and point out various alternatives to violent behavior. These programs allow professors to concentrate their own

areas of expertise on important issues of domestic and international conflict, and vary considerably as to their scope and structure.

Further effort needs to be placed into generating a core academic content for peace studies programs that would spell out required readings and key concepts. So far, there is little agreement about basic texts for peace studies courses. A survey recently conducted by this author that asked 28 experts in the peace studies field to list the five most important books in peace studies indicated only eight titles that were selected three or more times (see Table I below where numbers in parentheses indicate the number of times a particular book was chosen).

Table I

MOST FREQUENTLY CHOSEN BOOKS BY PEACE STUDIES EXPERTS

(28 experts from eight different countries identified the five most important books in peace studies. N=117.)

Boulding, Elise. Building a Global Civic Culture (New York: Teachers College Press, 1988). (3)

Boulding, Kenneth. Stable Peace (Austin, Texas: University of Texas Pres, 1978). (5)

Cooney and Michalowski. The Power of the People (Philadelphia, PA: New Society Press, 1987). (3)

Fischer, Roger and William Ury. Getting to Yes (New York: Penguin, 1983). (4)

Galtung, Johan. The True Worlds (New York: Free Press, 1980). (3)

Sharp, Gene. Politics of Nonviolent Action (3 vols.). (Boston: Porter Sargent, 1973). (6)

Wright, Quincy. A Study of War (Chicago: University of Chicago Press, 1964). (3)

Without agreement on basic texts, a common knowledge for peace studies is lacking. Professors at different institutions approach the topic in a manner they see as appropriate using required readings from a variety of different academic fields.

Most college faculty are not trained in peace studies concepts; professors approach peace studies secondarily after they have already become trained in an established discipline; therefore they need opportunities to learn about key issues, to share ideas, and receive support from peers. Becoming proficient in the various areas of peace studies is a variety of on-the-job training that some professors undertake on their own because of their interest in the area. Institutions such as the Institute on Global Conflict and Cooperation (IGCC) in California help met this gap by holding week long conferences, sponsoring talks by experts, and granting fellowships to faculty.[16] The University of Wisconsin at Madison and Harvard University held similar summer institutes.

Although student enrollment in peace studies programs is quite small (typically no more than twenty students on a campus), these programs allow a dedicated core of students to major in a field that is of intense importance to them. In a violent world peace studies provides the opportunity to generate alternatives to violence and hence to become a part of building a better and safer future.

More attention needs to paid to spelling out career opportunities for young people who major in peace studies. Careers do exist working for peace organizations, international agencies, government service, and mediation centers, but faculty advisors need to become more informed about

how peace studies majors can best prepare themselves for such professional careers.[17]

At this point in time there seems to be some debate concerning the optimal structure of these programs. Some see that they are most potent with an interdisciplinary format, where professors from a wide variety of fields shed light on the problems of war and peace. Johan Galtung has argued that peace studies should be "transciplinary," overlapping disciplinary boundaries.[18] Because security problems are global in scope, issues addressed by peace studies transcend traditional notions of narrowly defined curricula.Others argue that peace studies need to become a discipline so that scholars can devote all their time and energy to developing important intellectual paradigms that will set parameters for the study of war, peace, and violence. An academic discipline is built upon a clearly defined body of knowledge. Full time scholars could help define in a clearer manner than now exists what are dominant paradigms for this inchoate academic field. As Maire Dugan, the executive Director of the Consortium for Peace Research, Education and Development (COPRED) has stated, "Peace studies needs to put a priority not only on looking into conditions of peace but also on generating models or visions of peace and strategies for their attainment."[19] Such models will provide a core that peace studies currently lack.

An important stage in the development of a peace studies program is the provision of funds to provide for a full time director. Some foundations are interested in supporting these activities,[20] but the host institutions themselves, need to provide space, release time and support so

that faculty can concentrate their efforts on advising students and the serious academic questions raised under the heading of peace studies. This should cover the day to day maintenance tasks--publishing flyers, bringing in speakers, promoting the program, raising funds, circulating newsletters, etc.--that give a peace studies program both an identity and a vitality on campus. Without institutional support these programs rely too much on the good will and dedication of a few select faculty members who can easily become "burned out" as they try to juggle peace studies with their existing commitments.

In order to increase the credibility of this growing field, faculty need to encourage and support research efforts in the area of peace and conflict studies. Peace studies address violence in this world and treat it as an ailment needing cure. Professors teaching about this malady often prescribe remedies, which can involve them in controversy because of the different points of view associated with security policies. "Furthermore, in keeping with its problem-solving orientation, peace studies must show that its analyses can contribute to the search for constructive solutions."[21] The investigation into the sources and remedies for violence will help citizens make informed choices about public policy. As the world becomes more violent, colleges and universities can play important public policy roles by generating conceptual models for peaceful ways of behaving. Peace studies also have an important role to play by helping people understanding how the global war/peace stystem is changing. An uncharted area of growth for peace studies as it grows into the twenty-first century is the domestic arena, not only domestic abuse in the home, but also the

high levels of street crime that characterize life in urban areas in the United States.

Institutions of higher education have much to gain by proceeding with peace studies. Mediation and conflict are important service roles that an institution of higher education can play in its locale. A president of the University of California stated that in the pursuit "of a peaceful world we have an important ally in our universities--the power of an open and inquiring intelligence to clarify, to interpret, to illuminate."[22] In a similar way larger numbers of citizens in advanced societies are growing alarmed by increasing rates of violence that vary from domestic abuse, to rising instances of civil litigation, to environmental pollution, to the ever present danger of nuclear annihilation. Addressing these topics allows universities to speak to the felt needs of the populations they serve. Peace studies can provide a sense of relevance to established academic disciplines in a world that seems increasingly out of control.

ENDNOTES

[1]Linda Rennie Forcey (ed.), Peace: Meanings, Politics, Strategies. (Westport, CT: Praeger, 1989)

[2]Daniel C. Thomas (ed.), Guide to Careers and Graduate Education in Peace Studies. (Amherst, MA: The Five College Program in Peace and World Security Studies, 1987), p. 5.

[3]Carolyn Stephensen, "The Evolution of Peace Studies." Peace and World Order Studies (Boulder, CO: Westview Press, 1989), p. 9.

[4]Daniel C. Thomas and Nigel Young, "Research Frontiers for Peace Studies: New Inquiry and Curriculum Development" in Peace and World Order Studies, op. cit., p. 65.

[5]Quoted from a session of a presentation at a session on peace studies at the 1986 COPRED conference at the University of Iowa.

[6]Quoted in William Eckhardt, Bulletin of Peace Proposals, Vol. 16, No. 2, 1985.

[7]For a discussion of this, see: David Johnson (ed.), Justice and Peace Education: Models for College and University Faculty (Maryknoll, N.Y.: Orbis Books, 1986).

[8]Educators for Social Responsibility (ESR) promotes peace studies in the United States at the elementary and secondary level. For more information about its activities, contact ESR at its national office, 23 Garden Street, Cambridge, MA 02138 USA.

[9]The Bulletin of Atomic Scientists has published a guide that indicates the breadth on academic fields focusing on peace studies. See: Nuclear War: A Teaching Guide, Dick Ringler, ed., December 1984.

[10]Thomas and Young, op. cit.

[11]George A. Lopez, "Conceptual Models for Peace Studies Program." In Peace and World Order Studies, op. cit., pp. 73-88.

[12]Betty Reardon, "Pedagogical Approaches to Peace Studies." In Peace and World Order Studies, op. cit., p. 27.

[13]Michael T. Klare, "Peace Studies in the 1990s: Assessing Change in the Global War/Peace System." In Peace and World Order Studies, op. cit., p. 65.

[14]Henry T. Nash, "Thinking About Thinking About the Unthinkable." Bulletin of the Atomic Scientiests (October 1983), p. 40.

[15]Walter Kohn and Lawrence Badash, "University Education for the Nuclear Age." The Annals of the American Academy of Political and Social Science: Peace Studies: Past and Future, July 1989, p. 33.

[16]The Institute of Global Conflict and Cooperation is funded by the State of California and provides support services for faculty and students within the State of California University system interested in peace studies. For more information contact: University of California, Institute on Global Conflict and Cooperation, Mail Code Q-060. University of California, San Diego, La Jolla, CA 92093.

[17]The 5 College Program in Peace and World Security Studies, located at Hampshire College publishes a "Guide to Careers in Peace Studies."

[18]Quoted in Carol Rank, "The Interdisciplinary Challenge of Peace Studies." In Peace and World Order Studies, op. cit., p. 9.

[19]Maire A. Dugan. "Peace Studies at the Graduate Level." The Annals (op. cit.), p. 79.

[20]Kenneth Benedict. "Funding Peace Studies: The View from the Foundation World." The Annals (op. cit.), pp. 96-97.

[21]Klare, op. cit., p. 66.

[22]David Saxon, "A Role for the Universities in Ending the Arms Race." Chronicle of Higher Education, July 6, 1981.

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